



## Five Points Elementary School

303 NW JOHNSON ST, Lake City, FL 32055

[http://www.columbia.k12.fl.us/fivepoints/five\\_points/welcome.html](http://www.columbia.k12.fl.us/fivepoints/five_points/welcome.html)

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

88%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

27%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	C	C	C

### School Board Approval

This plan was approved by the Columbia County School Board on 11/18/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The faculty and staff of Five Points Elementary strive to provide a safe learning environment that is child-centered, builds esteem, and enhances academic growth of all students. This is obtained through positive involvement of students, parents, school staff, and community. Together we can make each student a winner everyday.

##### Provide the school's vision statement

Five Points Elementary is a place of excellence where children can achieve full potential in their academic, creative, personal, physical, moral and spiritual development. With the help of teachers, parents and the community we promote life-long learning through:

- Academic performance
- Individual growth
- Independent and cooperative work
- Critical thinking
- Responsibility
- Creativity
- Leadership
- Citizenship
- Sportsmanship

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school utilizes Student Information Records, parent and student surveys, SAC and P.T.O. meetings to learn about students' cultures and build relationships between teachers and students.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

The school has established a CRISIS response team with assigned roles and duties to perform during emergencies.

Policies and procedures for a safe environment include:

- classroom doors locked during school day
- ID badges worn by all employees
- all guests are required to sign-in and scan driver's license
- staff are scheduled and assigned posts to supervise students around campus before, during and after school
- Guidance Counselor provides support to individuals and classrooms
- outside counselors are scheduled each week to see students
- a school-wide positive behavior support system is in place
- a student of the week is chosen from each grade level

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Five Points Elementary School will move from a reactive disciplinary system that relies on punishment to a proactive approach that incorporates the principles of Positive Behavioral Supports. The system of School-Wide Positive Behavior Supports will increase our capacity to reduce school disruptions, and educate all students including those with problem behaviors through the following:

- Clearly defined outcomes
- Research-validated practices
- Supportive administrative systems
- Use of information for problem solving

Features of the School-Wide Positive Behavior Support System:

- Establish regular, predictable, positive learning and teaching environments
- Train adults and peers to serve as positive models
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback
- Acknowledge students when they are doing the right thing
- Improve social competence
- Develop environments that support academic success

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school ensures the social-emotional needs of all students are met through:

- Guidance lessons to individuals and classrooms
- outside counselors are scheduled each week to see students
- a school-wide positive behavior support system is in place
- a student of the week is chosen from each grade level

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

N/A

**Provide the following data related to the school's early warning system**

***The number of students by grade level that exhibit each early warning indicator:***

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level	Total
Students exhibiting two or more indicators		
<b>Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system</b>		

N/A

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

#### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

We have several parent involvement activities and opportunities planned for our school this year. We realize the importance parents play in the academic success and achievement of their children. In order to raise the success and achievement rates of our students we have chosen to focus on Reading gains at 3rd-5th, Math gains within our SWD 3rd-5th, embedded writing throughout all subjects 3rd-5th and Science proficiency for 5th as targets for the 2014 - 2015 school year. The decision was based on data analysis of the 2013-2014 AMO targets.

1. We plan to provide a math workshop offering strategies, techniques, and advice to parents and students.
2. We plan to provide workshops aimed toward Reading, Math, and Writing assistance for parents.
3. We plan to expand our Science Fair project night(s) and/or sessions for parents and students.
4. We plan to create an "opportunity list" for approved volunteers to sign-up and work with students requiring that extra little help.
5. We saw the excitement our small robotics competition created last year. We plan to include students, parents and community volunteers to encourage STEM in our school and work with the district Science Teacher Support Colleague to develop a STEM lab for grades K-5.
6. In order to attain reading and math gains within grades 3rd-5th we plan to use parent and community volunteers to facilitate enrichment activities for those students scoring Levels 3-5. Such activities will include book club meetings, Math Wizard Club meetings and an Author's Chair.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school invites local community businesses, charitable organizations and parents to participate in our School Advisory Council and P.T.O., which lead to discussions for securing resources that support student achievement. The Leadership Team, teachers and staff members also actively communicate with the district and state personnel, businesses and other stakeholders about school concerns and resource opportunities. The school maintains positive relationships with community members by providing a safe environment and building trust among the teachers, parents and students.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lee, Lisa	Principal
Earle, Jayne	Other
Dang, Christopher	Other
Staats, Pam	Guidance Counselor
Stone, Cherie	Instructional Coach

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Principal - Lisa Lee  
 MTSS Chairperson and Guidance Counselor - Pam Staats  
 School Psychologist - Erin Ezard  
 School Psychologist - Lance Hastings  
 School Staffing Specialist - Diana Ring  
 Behavior Resource Teacher - Christopher Dang  
 Speech/Language Teacher - Alicia Croft  
 Instructional Coach - Cherie Stone  
 Curriculum Resource Teacher - Jayne Earle  
 SAC Chairperson - Jayne Earle

The school leadership team serve as instructional leaders and practice shared decision making through the collaborative development of the school's curriculum design, data analysis, professional development, hiring process, mentoring practices, intervention strategies and parent involvement opportunities.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The purpose of Multi-Tiered System of Supports (MTSS) at Five Points is to ensure high quality instruction and intervention matched to the needs of each student, while using performance levels and learning rates over time to make data-based decisions to guide instruction. The Multi-Tiered System of Supports Leadership Team (MTSSLT) reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve academic success and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and data analysis of each student.

The MTSS will meet as needed and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Core Support, Tier 2/Supplemental and Tier 3/Intensive)

- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
  - \* Tutoring during the day in small group pull-outs in Reading, Math, Science and Writing.
  - \* Extended Learning Programs during school - this includes Failure Free Reading and Read 180.
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis.
- Determine the Professional Development needs of faculty and staff, and arrange any/all trainings aligned with SIP goals.
- Review and interpret student data (academic, behavior and attendance) at both the grade and school levels.
- Organize and support systematic data collection, as needed.
- Strengthen Core Support instruction through supportive coaching, management of resources and providing Professional Development in researched based instructional strategies.
- Funding and support is provided for resource teachers and tutors through Title I and grant funded monies.

Presently, we do not have any migrant children attending our school. If/when we have migrant children attending our school, and are identified under the MTSS system he/she would receive appropriate services through MTSS at your school.

Title I, Part A :

To ensure students are provided additional support and remediation, funding is allocated for faculty and staff salaries, teacher in-service and professional development, educational materials and supplies, and parent engagement activities.

Title I Part C - Migrant:

The Title I, Part C - Each year, under the direction of the Columbia County School District, Five Points Elementary collects Title I Migrant Program Occupational Survey information from students. The forms are forwarded to the Title I District Office. In addition, the Migrant Education Program (MEP) will closely monitor migrant student progress at the school site by meeting on a regular basis with students, teachers, guidance personnel and other appropriate staff. The MEP will implement supplementary literacy and mathematics tutorials that address the unique needs of migrant students. The MEP will also provide a family advocate to serve as the liaison between the student's family and school.

Title I, Part D:

N/A

Title II:

Professional Development funds are expended in accordance with the District Plan.

Title III:

The District did not qualify for Title III funding.

Title X - Homeless:

The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI):

Students struggling with reading and/or mathematics, receive additional support through SAI funding and coordinated with Title I funding. Salaries for tutors working with these identified students, will be funded through SAI.

Violence Prevention:

Per state statute, the district has adopted and now implements a district wide bullying policy.

The Guidance Counselor meets with all students and provides lessons on conflict resolution and bullying.

The Crisis Response Team meets at the beginning of each school year to review safety procedures and to make sure all personnel understand their duties, in order to ensure the safety of our students. Outside counselors frequently meet with students requiring additional counseling and mentoring.

Nutrition Programs:

Free breakfast and lunch is provided at the school for all students.

Awarded Fresh Fruit and Vegetable Program, in order to provide all students with a variety of fresh fruits and vegetables at a different time of the day, other than breakfast and lunch. The University of Florida Nutrition Education Program visits and provides valuable information and activities for first grade students.

Housing Programs:

N/A

Head Start:

The Local Head Start Program provides the school with vital information, for any children who have attended their program.

Adult Education:

N/A

Career and Technical Education:

This is not addressed at the elementary school level.

Job Training:

This is not addressed at the elementary school level.

Florida Voluntary Pre-Kindergarten (VPK):

Beginning with the 2013 - 2014 school year The Early Learning Coalition of Florida's Gateway Voluntary Pre-Kindergarten Program along with Columbia County Schools is providing an environment that supports all early learning standards at Five Points Elementary. This program is offered free of charge to the students entering the program at our school.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lisa Lee	Principal
Linda Davis	Parent
Kim Goswami	Education Support Employee
Zannie Little	Parent
Jessica Milton	Parent
Sharonda Perry	Parent
Tangela Fisher	Parent
Rev. Ron Thompson	Business/Community
Shaniea Wright	Education Support Employee
Jayne Earle	Teacher

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The School Advisory Council met in September to discuss the 2013 - 2014 FCAT results. The 2013 - 2014 targets for Reading, Math, Writing and Science were presented and compared to the data provided within CIMS Academic Outcome Data.

According to the data our school excelled in math proficiency 45% to 57%, Math Gains 55% to 84% and Math Gains in the lower quartile 57% to 91%. Our school also increased reading proficiency 52% to 55%.

However, the areas of concern addressed with the committee were our decreases in writing proficiency 59% to 42%, Reading Gains 65% to 65%, and science proficiency 63% to 62%. We also felt the need to address Math Gains with the subgroup SWD. Currently 63% of our SWD in grades 4th - 5th did not make Math Gains.

*Development of this school improvement plan*

The members of the School Advisory Council (SAC) were asked to brainstorm barriers and strategies to support the current goals set within the 2014 - 2015 School Improvement Plan (SIP). Upon completion of the final draft of the SIP, SAC members were given the opportunity to review the SIP.

*Preparation of the school's annual budget and plan*

The School Advisory Council discussed the current needs based on data and provided input into how specific funds will be spent throughout the year. As data assessments are administered throughout the year, SAC will review the budget plan and disseminate funds according to needs.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

School Improvement funds will be used for student achievement within the classrooms by purchasing, but not limited to, such items as ink and paper to support educational programs. Our School Improvement Allocation for the 2013 - 2014 school year was \$2,245.92. All of this allocation was spent for ink to support educational programs.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
	Other
Earle, Jayne	Other
Lee, Lisa	Principal
Stone, Cherie	Instructional Coach
Dang, Christopher	Other
Harris, Lillian	Teacher, K-12
KIng, Kelsee	Teacher, K-12
Leighty, Gail	Teacher, K-12
Mott, August	Teacher, K-12
Perry, Anthony	Teacher, K-12
Schrader, Andy	Teacher, ESE
Thomas, Jan	Instructional Media
VanBennekom, Lisa	Teacher, K-12

## Duties

### **Describe how the LLT promotes literacy within the school**

- Implementation and evaluation of the SIP Reading strategies across the content areas
- Participates in Professional Development
- Co-planning, modeling and observation of research-based Reading strategies within lessons across the content areas
- Data analysis (on-going)
- Schedules school-wide literacy activities

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The school encourages positive working relationships between teachers through the following:

- Weekly Team meetings
- Common planning times
- Teacher input
- Scheduled professional development days
- Monthly Professional Learning Communities
- Monthly Team Leader meetings
- Work related committees
- Book studies
- Leadership attends grade level meetings
- School provides a collegial atmosphere

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

- Continue to utilize interns from St. Leo's University  
Lisa Lee, Principal
- Utilize mentoring program to retain newly hired teachers  
Lisa Lee, Principal  
Jayne Earle, Curriculum Resource Teacher  
Cherie Stone, Instructional Coach
- Provide Mentoring in the 21st Century Resources and Training materials to mentors and provide assistance to newly hired teachers (First-Year Teachers and Veteran Teachers)  
Lisa Lee, Principal (Completed Mentoring in 21st Century Program)  
Jayne Earle, Curriculum Resource Teacher (Completed Mentoring in 21st Century Program)  
Cherie Stone, Instructional Coach
- Work collaboratively with district administrators and local colleges to share best hiring practices and resources

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Jayne Earle, Curriculum Resource Teacher was selected by the Columbia County School District during the 2011 - 2012 school year to attend the Mentoring in the 21st Century Program provided by the North East Florida Educational Consortium (NEFEC). Mrs. Earle and members of the School-Based Leadership Team, successfully completed the course and are qualified to train other enthusiastic teachers to become mentors. This program was designed for mentoring not only new teachers, but also veteran teachers needing assistance in one or more areas.

Presently, we have five teachers new to our school campus. We also have four returning teachers that have changed positions and/or grade levels this year. Weekly meetings, with their grade levels, are scheduled with these teachers. Lesson plans, students, activities, data, and any other concerns and/or questions are discussed during these meetings.

All new teachers to our campus are paired with veteran teachers, from his/her grade level. The purpose of this is to provide a mentor for advice and direction regarding: grade level expectations, district and school policies, rules, regulations, housekeeping and any other concerns or questions.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

- The school uses state adopted texts and materials to plan and create the core instructional program.  
ELA: Journeys, CPALMS lesson plans  
Math: Go Math!, CPALMS lesson plans  
Science: Fusion, CPALMS lesson plans, Study Island  
Social Studies: NGSS drive instruction
- What Works Clearing House provides support when purchasing or adopting additional resources for use as core programs.
- The Leadership Team monitors alignment through pacing guides, curriculum maps, lesson plan development and discussions.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school schedules data meetings to discuss students levels of achievement on grade level standards. Through these meetings the Leadership Team and classroom teachers review the standards of concern and create a plan to determine the instructional strategies, resources, professional development and address the barriers needed to increase proficiency rates. Instruction modification and/or supplementation will include lesson plan documentation, classroom observations and biweekly data progress updates that will be monitored by the administrator and members of Leadership Team.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 120**

An after school program increases the amount of quality time teachers collaborate, plan and participate in professional development.

**Strategy Rationale**

- The weekly after school meetings provide enrichment of the curriculum by helping teachers establish concrete goals for curriculum, instruction, and assessment.
- Time to analyze data in order to determine the needs of students that are having difficulty mastering the standards and plan remediation and intervention activities.
- Time to develop rigorous assessments that correlate with state standards
- Time to create differentiated assignments to address all learners

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Lee, Lisa , leel@columbiak12.com

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

- Copies of team minutes, reflections from professional development, classroom observations, samples of assessments and assignments
- Monthly data collection

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

In Columbia County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the Florida Kindergarten Readiness Screener (FLKRS). This state selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Pre-Kindergarten (VPK) Education Standards.

Parents are provided a letter from Pam Stewart, Florida Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance.

Children entering Kindergarten may have benefited from the Columbia County Public Schools' Voluntary Pre-Kindergarten Program. Parent Involvement events for transitioning children into Kindergarten include Kindergarten Round-Up. This event provides an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** All teachers will implement effective teaching instruction aligned to all subject area standards, including writing within the content areas, through the Gradual Release Model, Differentiated Instruction, and research based instructional strategies.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** All teachers will implement effective teaching instruction aligned to all subject area standards, including writing within the content areas, through the Gradual Release Model, Differentiated Instruction, and research based instructional strategies. **1a**

G044854

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Gains	70.0
AMO Math - SWD	61.0
FCAT 2.0 Science Proficiency	67.0

**Resources Available to Support the Goal** **2**

- We have an Instructional Coach. - Our Instructional Coach models in classrooms, attends valuable and beneficial training, and provides Professional Development for our faculty and staff.
- We have a budget for substitutes so faculty can attend Professional Development. - We have a Title I budget for additional classroom resources, parent involvement activities, and Professional Development. - We have two computer labs that are used for instructional needs. - We have site licenses for academic support and student achievement. (Study Island, Stride Academy, Read 180, Reading Eggs) - We have grant funded tutors in grades 3-5, for intervention and remediation. - We have 38 Highly Qualified Teachers. - The Gradual Release Program is built into our programs. - We have requested and are receiving assistance from the Differentiated Accountability (DA) Team. - We have regular scheduled days each month for Professional Development on campus. - We have early release days that will be used for additional Professional Development. - We analyze data, on a regular basis, to drive instruction. - We have common planning time in each grade level. - Some teachers have asked for help. - All teachers have Administrative and Leadership Team support. - We have Teacher Support Colleagues (Science and Math) from the district to provide training on the needs of the school. - Grades 3-5 have availability to individual student Chrome Books for immediate application and access to resources.

**Targeted Barriers to Achieving the Goal** **3**

- Poorly implemented instructional strategies or misalignment regarding standards, Differentiated Instruction, best practices, meaningful data analysis and specific accommodations for students.
- Lack of knowledge in meaningful data analysis and instructional changes that need to occur using data.
- Time to train and lack of resources in the implementation of the Gradual Release Model implementation, effective instructional strategies, Differentiated Instruction, and the state standards.
- Students achievement is effected by lack of exposure to higher order vocabulary, consistent writing experiences within content areas and appropriate scaffolding of curriculum.

**Plan to Monitor Progress Toward G1. 8**

3rd - 5th grade students will be monitored through a variety of measures:

Mini assessments in each classroom (Criteria will be positive, questionable, or poor)

STAR Testing (Criteria will be positive, questionable, or poor)

Performance Matters (Criteria will be positive, questionable, or poor)

FCAT 2.0 at State Level (Review purposes only)

Upon review of the above listed assessments, using the criteria of positive, questionable, or poor, common meetings will be held to determine what can be done differently to the instruction, if needed, or remain the same if the present instruction is producing positive results.

**Person Responsible**

Jayne Earle

**Schedule**

Semiannually, from 9/5/2014 to 5/29/2015

**Evidence of Completion**

Beginning and ending scores (STAR Reading, STAR Math, Performance Matters)

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** All teachers will implement effective teaching instruction aligned to all subject area standards, including writing within the content areas, through the Gradual Release Model, Differentiated Instruction, and research based instructional strategies. **1**

 G044854

**G1.B1** - Poorly implemented instructional strategies or misalignment regarding standards, Differentiated Instruction, best practices, meaningful data analysis and specific accommodations for students. **2**

 B110523

**G1.B1.S1** The Teacher Support Colleagues and Leadership Team can work together to plan with the school staff the initial Professional Development which will include: unpacking the standards through the Gradual Release Model, Differentiated Instruction involving strategies and accommodations, and modeling embedded writing tasks. **4**

 S121976

### Strategy Rationale

By collaborating, the Teacher Support Colleague, Leadership Team and School Staff will increase instructional confidence in the use of new strategies.

### Action Step 1 **5**

Create Master Calendar and Schedule for Common Data Meetings, Common Lesson Planning Meetings, Professional Learning Community meetings and Professional Development days.

#### Person Responsible

Lisa Lee

#### Schedule

Semiannually, from 8/11/2014 to 12/19/2014

#### Evidence of Completion

Master Calendar

**Action Step 2** 5

Design Professional Development opportunities to include: unpacking the standards, Gradual Release Model of Instruction and Data-based Differentiated Instruction, effective instructional strategies and accommodations for all students.

**Person Responsible**

Cherie Stone

**Schedule**

Monthly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Professional Development Plan, Agenda, Sign-in Sheets

**Action Step 3** 5

Prioritize and purchase resources to support instruction and implementation of state standards, Differentiated Instruction, data analysis and effective instructional practices in the classroom.

**Person Responsible**

Jayne Earle

**Schedule**

Quarterly, from 10/1/2014 to 5/29/2015

***Evidence of Completion***

Copies of purchase orders with description of resource alignment

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

The Leadership Team will meet to discuss the need for specific professional development using data, observations and teacher input. The Leadership Team will discuss reflections and follow-up for all Professional Development in effective instruction, unpacking the standards, Gradual Release Model of Instruction, Data-based Differentiated Instruction, data analysis and accommodations for all students.

**Person Responsible**

Cherie Stone

**Schedule**

Monthly, from 9/5/2014 to 5/29/2015

**Evidence of Completion**

Analysis of on-line survey evaluation, individual teacher Professional Development plans, lesson plans, adgends, sign-in sheets, data collection, reflection assignments and coaching logs.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Leadership will meet to record and discuss the Master schedule to ensure that meetings are being held according to the plan.

**Person Responsible**

Lisa Lee

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Copy of Master schedule, agendas, sign-in sheet, minutes from meetings and reflection assignments

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Leadership team will review and discuss all purchases of resources including the need based on data.

**Person Responsible**

Jayne Earle

**Schedule**

Monthly, from 10/1/2014 to 5/29/2015

***Evidence of Completion***

Copies of purchase orders, minutes from meetings

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Based on student data from Performance Matters Scores Assessment #1, given during October 2014, and Performance Matters Scores Assessments #2 that will be given during January 2015, we will plan instructional interventions for specific standards, subject areas, and students scoring below a Level 2. Successful implementation of the unpacking the standards, implementation of Gradual release and differentiated instruction will be demonstrated by a 10% decrease in students scoring a Level 1 and Level 2 from the first assessment to the second in reading, math and science.

**Person Responsible**

Jayne Earle

**Schedule**

Monthly, from 9/5/2014 to 5/29/2015

***Evidence of Completion***

Data will be collected from STAR Reading, STAR Math, Performance Matters, and mini-assessments.

**G1.B1.S2** Administration can set a calendar and schedule for common data meetings and common lesson planning meetings. **4**

 S121977

### **Strategy Rationale**

A set calendar provides specific dates and times for data analysis discussions among all stake holders.

### **Action Step 1** **5**

Create Master Calendar and Schedule for Common Data Meetings and Common Lesson Planning Meetings

#### **Person Responsible**

Lisa Lee

#### **Schedule**

Semiannually, from 8/11/2014 to 12/19/2014

#### **Evidence of Completion**

Master Calendar

### **Plan to Monitor Fidelity of Implementation of G1.B1.S2** **6**

Monitor Master Calendar and Schedule of Meetings

#### **Person Responsible**

Lisa Lee

#### **Schedule**

Monthly, from 8/18/2014 to 5/29/2015

#### **Evidence of Completion**

Agendas, Sign-in Sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

Master Calendar and Schedule of Common Data Meetings and Lesson Planning Meetings

**Person Responsible**

Lisa Lee

**Schedule**

On 5/29/2015

**Evidence of Completion**

Determine if meetings took place when scheduled.

**G1.B2** - Lack of knowledge in meaningful data analysis and instructional changes that need to occur using data. 2

 B110524

**G1.B2.S3** To add a Data Lead chairperson to each grade level to review diagnostic data and instruction for each student, grade level, and school-wide. 4

 S121980

**Strategy Rationale**

Data Lead team members were assigned to review and prepare discussions involving grade level data. This will allow the teachers to take ownership when discussing students and grade level school-wide support.

**Action Step 1 5**

Review all diagnostic data on each individual student, grade-level, and school-wide.

**Person Responsible**

Jayne Earle

**Schedule**

Quarterly, from 11/3/2014 to 5/29/2015

**Evidence of Completion**

Agenda, Sign-in sheets, and Student Data.

**Plan to Monitor Fidelity of Implementation of G1.B2.S3 6**

Review diagnostic data by individual student, grade level and school.

**Person Responsible**

Lisa Lee

**Schedule**

Semiannually, from 9/5/2014 to 5/29/2015

***Evidence of Completion***

Student diagnostic data will be collected and reviewed from the following assessments: STAR Reading STAR Math Performance Matters mini assessments FCAT 2.0 (for review purposes only)

**Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7**

Review diagnostic data for each student, grade level and school-wide.

**Person Responsible**

Jayne Earle

**Schedule**

Semiannually, from 9/5/2014 to 5/29/2015

***Evidence of Completion***

Charted data; minutes from data meetings; progress monitoring data.

**G1.B2.S5** Data notebooks, with specific documentation, can be reviewed throughout the school year. These notebooks will be maintained on all students. 4

 S121982

### Strategy Rationale

Data notebooks are tools that enhance feedback and provide stakeholders with a way to monitor and evaluate instructional practices.

### Action Step 1 5

Data Notebooks (on all students), with specific documentation will be reviewed throughout the school year.

#### Person Responsible

Lisa Lee

#### Schedule

Quarterly, from 11/21/2014 to 5/29/2015

#### Evidence of Completion

Data Notebook

### Plan to Monitor Fidelity of Implementation of G1.B2.S5 6

Data Notebooks will be reviewed at data meetings and also be available in classrooms during other times of the school year.

#### Person Responsible

Lisa Lee

#### Schedule

Semiannually, from 11/21/2014 to 5/29/2015

#### Evidence of Completion

Up-to-date Data Notebooks on every student in each classroom throughout 2014 - 2015.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S5** 7

Data Notebooks with required documentation included on each student.

**Person Responsible**

Lisa Lee

**Schedule**

Quarterly, from 11/21/2014 to 5/29/2015

**Evidence of Completion**

Changes of instruction based of data recorded in Data Notebook. Completeness of individual teacher Data Notebooks.

**G1.B3** - Time to train and lack of resources in the implementation of the Gradual Release Model implementation, effective instructional strategies, Differentiated Instruction, and the state standards. 2

 B110525

**G1.B3.S1** Establish model classroom and schedule observations. 4

 S121983

**Strategy Rationale**

Model classrooms and scheduled observations guide teachers in their practices, help them set professional goals in instruction and encourage them to reflect on the development of their lesson designs.

**Action Step 1** 5

Design and schedule Professional Development training for faculty and staff regarding Gradual Release Model of Instruction.

**Person Responsible**

Cherie Stone

**Schedule**

Monthly, from 9/5/2014 to 5/29/2015

**Evidence of Completion**

Agendas, sign-in sheets, materials, on-line survey evaluation

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Schedule observations in a model classroom with full understanding of Gradual Release Model of Instruction and Differentiated Instruction.

**Person Responsible**

Cherie Stone

**Schedule**

Weekly, from 9/5/2014 to 5/29/2015

***Evidence of Completion***

Schedule of observations; evaluation survey; one-on-one chat with instructional coach and observer.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Schedule observations of model classroom.

**Person Responsible**

Lisa Lee

**Schedule**

Weekly, from 9/5/2014 to 5/29/2015

***Evidence of Completion***

Follow-up by instructional coach to determine if Gradual Release Model of Instruction is being used in classroom after observation.

**G1.B3.S2** Schedule days for teams to meet and develop resources. 4

S140807

**Strategy Rationale**

Teachers will have resources readily available in order to implement effective strategies and curriculum with fidelity.

**Action Step 1** 5

Meet with Leadership to schedule specific meeting dates for grade level teams.

**Person Responsible**

Cherie Stone

**Schedule**

On 1/30/2015

***Evidence of Completion***

Copy of calendar with dates

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

A calendar with dates and an agenda will be created for monitoring purposes.

**Person Responsible**

Cherie Stone

**Schedule**

Semiannually, from 12/1/2014 to 2/27/2015

***Evidence of Completion***

Copies of the calendar, agenda and the resources created during the planning period.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Leadership team will review lesson plans, conduct walk-throughs and attend team meetings.

**Person Responsible**

Lisa Lee

**Schedule**

On 2/27/2015

**Evidence of Completion**

Copy of lesson plans, observations and student assignments.

**G1.B4** - Students achievement is effected by lack of exposure to higher order vocabulary, consistent writing experiences within content areas and appropriate scaffolding of curriculum. 2

 B128792

**G1.B4.S1** Teachers will promote vocabulary acquisition through the use of word walls, charts or graphic organizers, require students to write daily using key vocabulary and information gathered from texts. Teachers will include previewing strategies during the Literacy block to accelerate proficiency growth rates. 4

 S140921

**Strategy Rationale**

The use of these research-based instructional strategies will increase student achievement and build the students' self-esteem.

**Action Step 1 5**

The Leadership Team will scaffold professional development by choosing a small group of highly effective teachers to participate in mini workshops. The first group will acquire the knowledge and skills needed to implement the research-based strategies. After review and feedback from the group, training will be planned for the next group.

**Person Responsible**

Cherie Stone

**Schedule**

Biweekly, from 12/1/2014 to 2/27/2015

**Evidence of Completion**

Copy of agenda and sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

On-going observations, classroom walkthrough and feedback meetings with the teachers will be used to monitor fidelity of instructional strategies.

**Person Responsible**

Cherie Stone

**Schedule**

Every 2 Months, from 1/30/2015 to 4/10/2015

**Evidence of Completion**

Copy of lesson plan, observations and minutes from feedback meetings

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

Increase in scores of lower quartile students from STAR Reading and Math, Performance Matters and Weekly assessments will determine if implementation of instructional strategies are effective.

**Person Responsible**

Jayne Earle

**Schedule**

On 4/3/2015

**Evidence of Completion**

Copy of all assessment reports, lesson plans and classroom observations

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Create Master Calendar and Schedule for Common Data Meetings, Common Lesson Planning Meetings, Professional Learning Community meetings and Professional Development days.	Lee, Lisa	8/11/2014	Master Calendar	12/19/2014 semiannually
G1.B1.S2.A1	Create Master Calendar and Schedule for Common Data Meetings and Common Lesson Planning Meetings	Lee, Lisa	8/11/2014	Master Calendar	12/19/2014 semiannually
G1.B2.S3.A1	Review all diagnostic data on each individual student, grade-level, and school-wide.	Earle, Jayne	11/3/2014	Agenda, Sign-in sheets, and Student Data.	5/29/2015 quarterly

**Columbia - 0091 - Five Points Elementary School - 2014-15 SIP**  
*Five Points Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S5.A1	Data Notebooks (on all students), with specific documentation will be reviewed throughout the school year.	Lee, Lisa	11/21/2014	Data Notebook	5/29/2015 quarterly
G1.B3.S1.A1	Design and schedule Professional Development training for faculty and staff regarding Gradual Release Model of Instruction.	Stone, Cherie	9/5/2014	Agendas, sign-in sheets, materials, on-line survey evaluation	5/29/2015 monthly
G1.B3.S2.A1	Meet with Leadership to schedule specific meeting dates for grade level teams.	Stone, Cherie	12/1/2014	Copy of calendar with dates	1/30/2015 one-time
G1.B4.S1.A1	The Leadership Team will scaffold professional development by choosing a small group of highly effective teachers to participate in mini workshops. The first group will acquire the knowledge and skills needed to implement the research-based strategies. After review and feedback from the group, training will be planned for the next group.	Stone, Cherie	12/1/2014	Copy of agenda and sign-in sheets	2/27/2015 biweekly
G1.B1.S1.A2	Design Professional Development opportunities to include: unpacking the standards, Gradual Release Model of Instruction and Data-based Differentiated Instruction, effective instructional strategies and accommodations for all students.	Stone, Cherie	9/1/2014	Professional Development Plan, Agenda, Sign-in Sheets	5/29/2015 monthly
G1.B1.S1.A3	Prioritize and purchase resources to support instruction and implementation of state standards, Differentiated Instruction, data analysis and effective instructional practices in the classroom.	Earle, Jayne	10/1/2014	Copies of purchase orders with description of resource alignment	5/29/2015 quarterly
G1.MA1	3rd - 5th grade students will be monitored through a variety of measures: Mini assessments in each classroom (Criteria will be positive, questionable, or poor) STAR Testing (Criteria will be positive, questionable, or poor) Performance Matters (Criteria will be positive, questionable, or poor) FCAT 2.0 at State Level (Review purposes only) Upon review of the above listed assessments, using the criteria of positive, questionable, or poor, common meetings will be held to determine what can be done differently to the instruction, if needed, or remain the same if the present instruction is producing positive results.	Earle, Jayne	9/5/2014	Beginning and ending scores (STAR Reading, STAR Math, Performance Matters)	5/29/2015 semiannually
G1.B1.S1.MA1	Based on student data from Performance Matters Scores Assessment #1, given during October 2014, and Performance Matters Scores Assessments #2 that will be given during January 2015, we will plan instructional interventions for specific standards, subject areas, and students scoring below a Level 2. Successful implementation of the unpacking the standards, implementation of Gradual release and differentiated instruction will be demonstrated by a 10% decrease in students scoring a Level 1 and Level 2	Earle, Jayne	9/5/2014	Data will be collected from STAR Reading, STAR Math, Performance Matters, and mini-assessments.	5/29/2015 monthly

**Columbia - 0091 - Five Points Elementary School - 2014-15 SIP**  
*Five Points Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	from the first assessment to the second in reading, math and science.				
G1.B1.S1.MA1	The Leadership Team will meet to discuss the need for specific professional development using data, observations and teacher input. The Leadership Team will discuss reflections and follow-up for all Professional Development in effective instruction, unpacking the standards, Gradual Release Model of Instruction, Data-based Differentiated Instruction, data analysis and accommodations for all students.	Stone, Cherie	9/5/2014	Analysis of on-line survey evaluation, individual teacher Professional Development plans, lesson plans, adgends, sign-in sheets, data collection, reflection assignments and coaching logs.	5/29/2015 monthly
G1.B1.S1.MA3	Leadership will meet to record and discuss the Master schedule to ensure that meetings are being held according to the plan.	Lee, Lisa	8/18/2014	Copy of Master schedule, agendas, sign-in sheet, minutes from meetings and reflection assignments	5/29/2015 monthly
G1.B1.S1.MA4	Leadership team will review and discuss all purchases of resources including the need based on data.	Earle, Jayne	10/1/2014	Copies of purchase orders, minutes from meetings	5/29/2015 monthly
G1.B3.S1.MA1	Schedule observations of model classroom.	Lee, Lisa	9/5/2014	Follow-up by instructional coach to determine if Gradual Release Model of Instruction is being used in classroom after observation.	5/29/2015 weekly
G1.B3.S1.MA1	Schedule observations in a model classroom with full understanding of Gradual Release Model of Instruction and Differentiated Instruction.	Stone, Cherie	9/5/2014	Schedule of observations; evaluation survey; one-on-one chat with instructional coach and observer.	5/29/2015 weekly
G1.B4.S1.MA1	Increase in scores of lower quartile students from STAR Reading and Math, Performance Matters and Weekly assessments will determine if implementation of instructional strategies are effective.	Earle, Jayne	1/30/2015	Copy of all assessment reports, lesson plans and classroom observations	4/3/2015 one-time
G1.B4.S1.MA1	On-going observations, classroom walkthrough and feedback meetings with the teachers will be used to monitor fidelity of instructional strategies.	Stone, Cherie	1/30/2015	Copy of lesson plan, observations and minutes from feedback meetings	4/10/2015 every-2-months
G1.B1.S2.MA1	Master Calendar and Schedule of Common Data Meetings and Lesson Planning Meetings	Lee, Lisa	8/18/2014	Determine if meetings took place when scheduled.	5/29/2015 one-time
G1.B1.S2.MA1	Monitor Master Calendar and Schedule of Meetings	Lee, Lisa	8/18/2014	Agendas, Sign-in Sheets	5/29/2015 monthly
G1.B3.S2.MA1	Leadership team will review lesson plans, conduct walk-throughs and attend team meetings.	Lee, Lisa	12/19/2014	Copy of lesson plans, observations and student assignments.	2/27/2015 one-time
G1.B3.S2.MA1	A calendar with dates and an agenda will be created for monitoring purposes.	Stone, Cherie	12/1/2014	Copies of the calendar, agenda and the resources created during the planning period.	2/27/2015 semiannually
G1.B2.S3.MA1	Review diagnostic data for each student, grade level and school-wide.	Earle, Jayne	9/5/2014	Charted data; minutes from data meetings; progress monitoring data.	5/29/2015 semiannually
G1.B2.S3.MA1	Review diagnostic data by individual student, grade level and school.	Lee, Lisa	9/5/2014	Student diagnostic data will be collected and reviewed from the following assessments: STAR Reading STAR Math Performance Matters mini assessments FCAT 2.0 (for review purposes only)	5/29/2015 semiannually
G1.B2.S5.MA1	Data Notebooks with required documentation included on each student.	Lee, Lisa	11/21/2014	Changes of instruction based of data recorded in Data Notebook.	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Completeness of individual teacher Data Notebooks.	
G1.B2.S5.MA1	Data Notebooks will be reviewed at data meetings and also be available in classrooms during other times of the school year.	Lee, Lisa	11/21/2014	Up-to-date Data Notebooks on every student in each classroom throughout 2014 - 2015.	5/29/2015 semiannually

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** All teachers will implement effective teaching instruction aligned to all subject area standards, including writing within the content areas, through the Gradual Release Model, Differentiated Instruction, and research based instructional strategies.

**G1.B1** - Poorly implemented instructional strategies or misalignment regarding standards, Differentiated Instruction, best practices, meaningful data analysis and specific accommodations for students.

**G1.B1.S1** The Teacher Support Colleagues and Leadership Team can work together to plan with the school staff the initial Professional Development which will include: unpacking the standards through the Gradual Release Model, Differentiated Instruction involving strategies and accommodations, and modeling embedded writing tasks.

### PD Opportunity 1

Design Professional Development opportunities to include: unpacking the standards, Gradual Release Model of Instruction and Data-based Differentiated Instruction, effective instructional strategies and accommodations for all students.

#### Facilitator

Instructional Coach/Teacher Support Colleague

#### Participants

Faculty and Staff of Five Points Elementary School

#### Schedule

Monthly, from 9/1/2014 to 5/29/2015

**G1.B3** - Time to train and lack of resources in the implementation of the Gradual Release Model implementation, effective instructional strategies, Differentiated Instruction, and the state standards.

**G1.B3.S1** Establish model classroom and schedule observations.

**PD Opportunity 1**

Design and schedule Professional Development training for faculty and staff regarding Gradual Release Model of Instruction.

**Facilitator**

Instructional Coach Teacher Support Colleague, District and State DA Team

**Participants**

Faculty and Staff of Five Points Elementary

**Schedule**

Monthly, from 9/5/2014 to 5/29/2015

**G1.B4** - Students achievement is effected by lack of exposure to higher order vocabulary, consistent writing experiences within content areas and appropriate scaffolding of curriculum.

**G1.B4.S1** Teachers will promote vocabulary acquisition through the use of word walls, charts or graphic organizers, require students to write daily using key vocabulary and information gathered from texts. Teachers will include previewing strategies during the Literacy block to accelerate proficiency growth rates.

**PD Opportunity 1**

The Leadership Team will scaffold professional development by choosing a small group of highly effective teachers to participate in mini workshops. The first group will acquire the knowledge and skills needed to implement the research-based strategies. After review and feedback from the group, training will be planned for the next group.

**Facilitator**

Leadership Team

**Participants**

Instructional Staff

**Schedule**

Biweekly, from 12/1/2014 to 2/27/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** All teachers will implement effective teaching instruction aligned to all subject area standards, including writing within the content areas, through the Gradual Release Model, Differentiated Instruction, and research based instructional strategies.

**G1.B1** - Poorly implemented instructional strategies or misalignment regarding standards, Differentiated Instruction, best practices, meaningful data analysis and specific accommodations for students.

**G1.B1.S1** The Teacher Support Colleagues and Leadership Team can work together to plan with the school staff the initial Professional Development which will include: unpacking the standards through the Gradual Release Model, Differentiated Instruction involving strategies and accommodations, and modeling embedded writing tasks.

### PD Opportunity 1

Create Master Calendar and Schedule for Common Data Meetings, Common Lesson Planning Meetings, Professional Learning Community meetings and Professional Development days.

#### Facilitator

Leadership Team

#### Participants

All instructional staff

#### Schedule

Semiannually, from 8/11/2014 to 12/19/2014

### PD Opportunity 2

Prioritize and purchase resources to support instruction and implementation of state standards, Differentiated Instruction, data analysis and effective instructional practices in the classroom.

#### Facilitator

Jayne Earle

#### Participants

Instructional Staff

#### Schedule

Quarterly, from 10/1/2014 to 5/29/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> All teachers will implement effective teaching instruction aligned to all subject area standards, including writing within the content areas, through the Gradual Release Model, Differentiated Instruction, and research based instructional strategies.	0
<b>Grand Total</b>	<b>0</b>

### Goal 1: All teachers will implement effective teaching instruction aligned to all subject area standards, including writing within the content areas, through the Gradual Release Model, Differentiated Instruction, and research based instructional strategies.

Description	Source	Total
<b>B3.S2.A1</b> - Using the TIFF SEEC Funds we will employ substitutes for K - 5 teachers to train and to gather information on Researched-Based Resources to meet state standards. \$5,200.00 (two days)	Other	0
<b>B4.S1.A1</b> - Using Title I funds we purchase professional development materials and hire possible substitutes for classrooms. \$5,000.00	Title I Part A	0
<b>B4.S1.A1</b> - Using Title I funds to purchase materials and supplies for classroom instruction and implementation to promote exemplary practices for all students. This will include Reading, Math, Writing and Science. \$15,000.00	Title I Part A	0
<b>Total Goal 1</b>		<b>0</b>